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ABSTRACT

The report of the Education Strategic Planning Committee concerning Utah's Public Education Strategic Plan for 1992-97 is presented in this document. The 2-year process involved over 200 participants from business, industry, government, education, and parents and students. The introduction describes in detail the planning process. Following sections outline the plan's belief statements, mission, policies, and objectives. Change strategies are based on nine basic principles: an accountable outcome-based system; school choice; school autonomy for results; teacher compensation and professionalism; client involvement; the use of technology; improvement through research and development; business/industry involvement; and stakeholder education. A summary of action plans provides detailed specifications of how the strategies will be applied in practical terms. Additional information is presented on members of the Education Strategic Planning Committee and participants in the planning process, action planning teams, and attachments to some of the action plans. (LMI)

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COMMITTEE REPORT

1992 - 1997
UTAH STATE PUBLIC EDUCATION STRATEGIC PLAN

A Strategic Guide for the Future Development of the Public School System

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Office of the Legislative Fiscal Analyst
Salt Lake City, Utah

January 1992

EA 024 393

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COMMITTEE REPORT

1992 - 1997
UTAH STATE PUBLIC EDUCATION STRATEGIC PLAN

A Strategic Guide for the Future Development of the Public School System

Commissioned by Concurrent Resolution of the

UTAH STATE LEGISLATURE
Arnold Christensen,
President of the Senate
H. Craig Moody,
Speaker of the House
and the
OFFICE OF THE GOVERNOR
Norman H. Bangerter,
Governor

Developed and Presented by the

EDUCATION STRATEGIC PLANNING COMMITTEE
A Legislative Task Force
Senator Haven J. Barlow,
Co-Chairman
Representative Richard J. Bradford,
Co-Chairman

Office of the Legislative Fiscal Analyst
Salt Lake City, Utah

January 1992

UTAH STATE LEGISLATURE
SALT LAKE CITY, UTAH

The future of Utah and the quality of life its citizens enjoy will be largely determined by the quality of its public education system. The quality of that system in both the near and foreseeable future will be a reflection of our ability to create and articulate a clear vision of what that system can and must become.

It has been our pleasure, as co-chairs of the Education Strategic Planning Committee, to assist leaders and citizens from every facet of Utah's society to create a bold new vision for the future of Utah Public Education. Built upon the foundation of previous visionary efforts, the Public Education Strategic Plan conveys not only a vision, but identifies a clear path for making that vision a reality.

Recognizing that an organization can be no better than the quality of its employees, the committee has been heartened by the realization that Public Education's many thousands of teachers, administrators and other education professionals are deeply committed and competent. We have great confidence in their ability to rise to the seemingly overwhelming challenges brought on by rapid changes in American society and the transition to a global economy.

The power of this Strategic Plan lies in the recognition that, with a vision of desired end results, an understanding of more effective principles, and the necessary tools and freedom to act, parents, legislators, business people and the education professionals of our state can and will work a miracle in meeting the educational demands of our modern world.

Many of the proposals suggested by the Strategic Plan are already being put in place by forward-thinking districts and schools throughout the state. The Utah State Office of Education has not only supported such efforts, but has often been a catalyst for getting them started. There is every confidence that other proposals, suggested by this plan will receive the same enthusiastic support at both the state and local level.

Enough sincere praise and thanks cannot be given to the Education Strategic Planning Committee, the hundreds of citizen volunteers, and the dedicated Legislative and State Office of Education staff who faithfully labored for thousands of hours in producing this plan.

It is with great pride that we present the Public Education Strategic Plan to the Forty-Ninth State Legislature and the citizens of the State of Utah.

Haven J. Barlow

Sen. Haven J. Barlow,
Co-Chairman

Richard J. Bradford

Rep. Richard J. Bradford,
Co-Chairman

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INTRODUCTION

The Public Education Strategic Plan is a significant milestone in Utah's continuing progress toward providing a responsive education system to meet the challenges of our modern global society. The participants in this two-year effort, numbering more that two hundred, represented the perspectives of business, industry, government, education, parents and students. The process took thousands of hours that resulted in the creation of a unified vision for Public Education and a comprehensive plan for achieving that vision. The process also unleashed a powerful tool for continually recreating the system in response to society's ever changing challenges and opportunities.

Although it represents the consensus of so many education stakeholders, the plan is not meant to be the final word for bringing improvements to the education system. Rather, it intends to be a resilient and flexible guide to leaders, policy makers and administrators for aligning Public Education's structure and systems with those fundamental principles of effective leadership and management leading to student empowerment. The plan also seeks to help students, parents and teachers acquire the attitudes, character, knowledge and skills needed for practicing effective principles of quality teaching and learning.

The Education Strategic Planning Committee, having primary responsibility for the Plan, recognizes that its successful implementation will require considerable efforts at the individual, interpersonal, managerial and organizational levels of the system and that effective principles relating to each level, must be translated into action for meaningful, lasting change to occur. The committee also recognizes that lasting improvement at each of these levels requires ownership by all system participants. Obtaining such commitment suggests the need for districts and schools to create unique local site-based plans in harmony with the strategic direction given through this state-wide Plan.

Creating this envisioned structure at the organizational level, and removing barriers hindering plan implementation, requires both the repeal and adoption of legislation, policies and administrative regulations. However, the planning committee recognizes that mandates do not change attitudes, impart knowledge, or implant new skills in the hearts and minds of those most important to the education process. New legislation, policies and regulations should be limited to those necessary for creating needed structure and management systems and removing barriers that prevent the empowerment of local schools. The role of the State and districts should then become one of providing support and holding schools accountable for empowering parents, teachers and students to accomplish the outcomes envisioned by their own and the State Strategic Plan.

Perhaps none of the Plan's envisioned changes is more significant than the proposed role change for parents. Their current role of monitoring home work, attending parent/teacher conferences and helping raise funds, will be greatly expanded to include choosing a school and shaping much of the direction and content of their children's educational program. Additionally, through the site-based decision making process, parents will help decide the curriculum offered, basic programs, use of funding, character education and other significant local school issues. The encouragement of parents will also be a strong influ-

ence on districts and schools for bringing about the implementation of the Plan.

The Public Education Strategic Plan was developed knowing that additional funding for improvements may be required. Previous appropriations have been made for envisioned progress such as increased use of technology, reduced class size, and enhanced educational equity. Prospects for the continuation of such funding are promising. The most important restructuring will involve a fundamental shift in thinking and doing on the part of all involved in the process. Many costs involved in bringing this about may not require additional financial resources but rather a fundamental shift in thinking and in the use of the human resources of the education system.

Finally, the creators of the Plan fully recognize that there are many creative paths yet to be discovered on the road to empowering Utah's children to function effectively in society. Although this plan provides the organizational structure and many useful guidelines, it leaves local school communities to use their own energies in providing the educational future the children of Utah deserve.

ABOUT THE PLANNING PROCESS

Strategic Planning is a process by which an organization creates a unifying vision of its purpose and establishes objectives and strategies for realizing that vision. In January of 1990, the State of Utah began such a process. The adoption of a Concurrent Resolution created a task force charged with developing a five-year strategic plan for education. The subsequent work of this legislative task force resulted in the creation of the Public Education Strategic Plan.

This task force, the Education Strategic Planning Committee, consisted of 25 members and represented numerous organizations with an interest in the future of education. The Committee began its long and arduous efforts to create a strategic plan by reviewing a virtual mountain of information on both the internal and external trends and conditions affecting education. The committee also invited several individuals, prominent in educational reform efforts, to make presentations on a variety of restructuring issues.

This comprehensive review process led to a consultation with an internationally renowned consultant specializing in education strategic planning. Based upon this consultation, the committee decided to initially concentrate its work on the Public Education system (K-12) and to adopt a specific approach to strategic planning that would focus its efforts on producing a viable plan.

In August of 1990, with the aid of the consultant, the committee began its formal efforts to create a strategic plan. Working in seclusion, the committee worked from early morning to late at night for nearly three days to create the foundation for the Strategic Plan.

The committee began this first intense planning session by deciding to reach its decisions by consensus and by agreeing to subordinate personal and organizational interests to that of the state's children and youth. Although such consensus building made decision-making laborious and often exhausting, it avoided the watered-down effects of reaching decisions by compromise and the divisive results that often accompany action by majority vote.

The agreed upon process of strategic planning started with committee members identifying a core of beliefs they held in common. The committee struggled for many hours in its attempt to discover a distillation of fundamental values. Developing a statement of beliefs was essential for two reasons. First, it provided a foundation value system on which to build and evaluate all other Plan documents. Second, it provided a written document revealing the deepest motivations of the creators of the Strategic Plan.

Attempting the creation of a mission statement was the next step in the planning process. The committee was unable to reach consensus on a mission and designated a subcommittee to attempt a draft. The mission statement eventually required the work of four subcommittees and was not finally agreed upon until the beginning of the third day.

The committee next conducted an in-depth, internal analysis of Utah's Public Education System. The analysis included a comprehensive listing of the strengths and the weaknesses of the system and an organizational critique in which the committee examined the system's internal functions, communication patterns and levels of authority. Five viewpoints explored included: span of control, number of layers or levels in the

organization, gaps in areas of responsibility, and redundancies in tasks performed. Conducting the internal analysis was a key step in preparing to identify objectives and strategies that would capitalize on system strengths and minimize the effects of or eliminate those critical weaknesses that would undermine the Mission.

The committee next did an external analysis. This consisted of examining the social/demographic, economic, political, technological/scientific and educational trends affecting education in Utah. Independent of this analysis, the committee also identified the advantages and disadvantages of Utah's public schools compared to its private schools. The primary purpose of the external analysis was to help the committee prepare plans that would prevent conditions over which education had little or no control from thwarting the accomplishment of the Mission. Examining the competition forced a recognition that public education operates in a market and that some of its customers find alternative services better suited to their needs.

After it explored the internal and external forces influencing education, the committee examined critical issues facing Utah public education. The most compelling threats and the most promising opportunities were recognized as turning points on which public education could either get much better or much worse. The most promising opportunities were considered platforms from which to build the strategic plan. One primary challenge, the large number of children in the system, was also identified as Utah's greatest opportunity.

The final day of the first planning session began with the examination of a fourth subcommittee's attempt to create a mission statement. The subcommittee had used information from all previous attempts and the main committee accepted its proposal with only minor modifications. The Mission Statement identified the fundamental purpose of the public education system and the function it performed. The statement was not a description of the present system, but a powerful declaration of what the system would become. The Mission statement also represented a commitment to having a system that was unique in all the world.

Now that the committee had agreed upon a mission statement, it worked rapidly toward creating the remaining elements of the strategic plan and used the mission as the standard by which all else was measured. The first of these were strategic policies or statements of what the organization would always do or never do. Policies establish the boundaries within which the system will operate.

Objectives came next and established the accomplishments necessary for transforming the mission into end results in student achievement. Objectives are the measurable and demonstrable things the Public Education System must do to accomplish its mission.

The next and perhaps most important step in the process was to develop strategies. Strategies are the broad means by which the system will deploy its resources in accomplishing the objectives and making the mission become a reality.

The formation of the eleven strategies completed the work of the first planning session, and the committee concluded its work with a strong commitment to be Mission driven and follow the Plan elements identified.

The second major phase of the planning process consisted of the formation and functioning of eleven Action Planning Teams. The selection of these teams, one each for the eleven strategies, took several weeks. The teams consisted of approximately 20 persons each, and member selection reflected as broad a representation of the education stakeholders as possible.

Carefully selected leaders of the Action Planning Teams received twelve hours of intense training in group process skills before team efforts began. The task of the Action Planning Teams was to meet as often as necessary during a four-month period to develop the detailed plans for making the strategies a reality. Action plan development required working by consensus to write clear objectives and to identify all the steps necessary to implement the strategy. Each team met on eight to ten separate occasions for approximately one full day each time. In addition, team members spent many hours doing individual research and preparing reports for their team. The combined efforts of these teams encompassed many thousands of hours of difficult research and consensus-building efforts.

Upon completion of the Action Planning Teams' work, the Education Task Force committee met at a second planning session and heard a 40 minute summary presentation from each action plan team leader. The committee then decided which action plans would be accepted, rejected, or sent back with requests for clarification or rework. Most of the work of the Action Planning Teams was gratefully accepted and recognized for its outstanding quality.

A few of the Action Plans were resubmitted to the teams for further consideration and following several weeks of rework by the Action Planning Teams involved, the Task Force Committee met again for a full day of review. The committee referred plans that could not be agreed upon to a subcommittee that met several times to develop plans that were thought to be acceptable alternatives.

The Education Strategic Planning Committee met in November of 1991 to reach final agreement on the proposed action plans, make recommendations concerning responsibility for each plan, and assign a proposed phase-in period for each plan. The committee also reconfirmed its commitment to the bold vision created by the Plan.

The publication of this document represents an enormous investment by many individuals and organizations of both time and money. Yet, in reality, the document also represents a beginning that holds out exciting possibilities for the future. The widespread sharing of the ideas in this foundation document and its implementation within the system, will require the dedicated commitment of many thousands of Utahns both within and without the education community.

In presenting this Public Education Strategic Plan to the education community, the Utah Legislature, and the public-at-large, the committee acknowledges with gratitude the powerful influence of the many distinguished planning initiatives of the past. The committee also expresses its trust in Utah's legislature and in the many educators and parents who will work most closely with our schools to bring about the powerful changes proposed by this Strategic Plan.

The belief statements express the fundamental values underlying the Strategic Plan, the principles and ideals on which it is based. Taken together, these belief statements describe the moral character of the system, act as a compass for guiding the development of all plan documents and as guideposts for behaviors to be used in implementing the plan.

BELIEFS

We believe all life has purpose.

We believe every person has an absolute inherent value.

We believe the family is the fundamental unit of society.

We believe every individual has unrealized potential for growth.

We believe each individual has the innate right of choice and the responsibility for the consequences.

We believe the acquisition of knowledge in the pursuit of truth is essential to human progress.

We believe freedom of thought is an inalienable right.

We believe successful societies create an environment that stimulates individual initiative.

We believe the expression of individual uniqueness is essential to personal development.

We believe each individual has the ability to learn.

We believe the United States system of self-governance depends upon an educated citizenry.

We believe honesty and moral integrity are essential to positive human interaction.

We believe every individual needs to give and receive love.

We believe a fair and just system of law, protecting individual rights, is essential to the orderly function of society.

We believe individual well-being is the responsibility of first the individual, second the family, and third the community.

We believe societies prosper only to the degree that they enable every individual to become self-reliant.

We believe performing meaningful work is essential to a quality life.

We believe an understanding of diverse cultures is essential in an interdependent world.

We believe the United States is "One Nation Under God" where differences are respected.

MISSION

The Mission Statement describes the ultimate purpose for which the public education system exists. It also identifies the function it is to perform and the context in which it will perform it. Rather than a description of the status quo, it is a bold declaration of what the system intends to become. The Mission not only serves as a corner stone on which to build the plan, but as a focal point for concentrating the system's energy and resources on the common purpose.

Public Education's mission is to assure Utah the best educated citizenry in the world and each individual the training to succeed in a global society, by providing students with learning and occupational skills, character development, literacy, and basic knowledge through a responsive, state-wide system that guarantees local school communities autonomy, flexibility and client choice, while holding them accountable for results.

POLICIES

Policies are boundaries the system places upon itself to define the parameters within which the system will work to accomplish its purpose. Policies serve both as warnings, imperatives to keep the system from engaging in unwise practices, and as signposts to keep the system on course as it constantly strives to live up to its positive potential.

- **Every decision will be made based strictly on the best interest of the student.**
- **We will always honor the principle of fairness for all students.**
- **Nothing will take precedence over the instructional program.**
- **We will not accept failure as final for any student.**
- **We will teach and practice risk-taking and innovation in our quest for improvement.**
- **We will have an excellent teacher in every classroom and will recognize, reward and compensate that excellence.**

OBJECTIVES

Objectives are the public education system's stated commitment to achieving specific, measurable outcomes. Objectives are the means by which progress toward fulfilling the Mission can be monitored. Objectives are lofty to insure constant striving toward excellence.

One hundred percent of Utah's students will achieve the objectives of their individually developed Educational/Occupational Plans.

Each student departing the public schools will achieve success in productive employment and/or further education.

Utah education will be the standard world wide.

Utah will achieve the highest per household income in America.

Strategies are the system's broadly-stated ways and means of deploying its resources toward accomplishing the objectives. The strategies explain how the system will accomplish the objectives and thus realize the mission. As such, the strategies embody the Strategic Plan's primary controlling force, acting to direct and shape all efforts that carry the plan forward to fulfillment.

STRATEGIES

I. We will redesign the educational system, its organization, laws and funding formulas, including removing state and local barriers, to achieve our mission and objectives.

II. We will develop a world-class curriculum that enables students to successfully compete in a global society.

III. We will energize our system of public education by attracting and retaining educators from among our best and brightest citizens through an aggressive plan to elevate its stature as a profession and compensate in a competitive way.

IV. We will empower each school to create its own vision and plan to achieve results consistent with the mission and objectives of Utah public education.

V. We will create the environment and provide the training necessary for school communities to achieve their mission.

VI. We will employ technology to restructure and improve the teaching/learning process and its delivery.

VII. We will install an assessment information retrieval system that will provide students, parents and educators with reliable, useful and timely data on the progress of each student.

VIII. We will educate all stakeholders on the mission and objectives of public education in Utah.

IX. We will personalize education for each student.

X. We will support research and development throughout the system with emphasis on initiatives at the local school level.

XI. We will expand and strengthen school/business partnerships that support our mission.

The combined Action Plans suggest nine basic ideas or principles that describe the Public Education System as envisioned by the Strategic Plan. These basic ideas and a general plan of action suggested by the related Action Plans follow.

NINE POINT PLAN SUMMARY

I. ACCOUNTABLE OUTCOME-BASED SYSTEM

The education system, and schools in particular, should be responsible and accountable to parents and students, and in partnership with parents to society, for student outcomes.

General Plan of Action

Establish an education system in which students advance by demonstrating competency[1] rather than by credit hours/seat time. Students will demonstrate competency through the use of diverse assessment instruments such as performance and criterion referenced tests[2], portfolios, projects, etc. Assessment data will be appropriately accessible to teachers, parents, and students. Standardized tests will be used primarily for evaluating system wide performance and integrity.

With input from appropriate stakeholder representatives, subject matter specialists at the State level, will develop core competencies and their assessments. Districts and schools, in consultation with parents, students, businesses, etc., will develop additional desired competencies and their assessments.

A model curriculum will be developed at the State level and disseminated to assist teachers in helping students achieve desired competencies. The curriculum will be structured to incorporate the concepts of quality vs. quantity, depth vs. breadth, subject integration and application, applied thinking skills, character development and a global perspective.

II. CHOICE OF SCHOOLS

The ability to choose among schools increases parent/student involvement in the education process and introduces an element of competition that may lead to improved schools and student outcomes.

General Plan of Action

Establish a school choice system which allows parent/student-initiated transfers between schools within the same district and between different districts. Such transfers will be subject to state/district policies relating to demographics, legal issues, performance criteria and space availability. Preference for attending the local school will be given to students residing within the school boundaries.

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[1] *A competency is a holistic, fundamental, educational objective which is a benchmark for demonstrating a useful, real-life skill, knowledge, or understanding. A competency may also be described as a fundamental, generic ability or disposition to act (e.g. ability to set goals, carry out plans, organize and participate as a contributing member of a group; and locate and utilize information to solve a problem). In a system of progress by competency, a student must demonstrate what he/she knows, can do or understands before moving forward.*

[2] *A performance test is a technique which lets the student demonstrate what he/she can actually do through creating a product (writing essays, etc.). A criterion-referenced test measures specific objectives which students have or have not obtained.*

III. SCHOOL AUTONOMY FOR OBTAINING RESULTS

Individual schools should have optimum autonomy and flexibility for determining how student outcomes will be achieved. Such autonomy can increase teacher commitment, utilize teacher creativity and empower parents, teachers, principles and other community members to maximize student outcomes.

General Plan of Action

Establish an education system which gives great latitude to schools in the use of all their resources and which supports a high level of parental and community involvement, site-based shared decision making and both district strategic planning and school level site-based planning.

IV. TEACHER COMPENSATION AND PROFESSIONALISM

Excellence in education (student outcomes) requires highly motivated, well trained, professionally competent teachers and other education professionals. A competitive compensation package, significant opportunities for professional development and outstanding, relevant pre-service and inservice training are essential to recruiting and retaining such professionals.

General Plan of Action

Establish and implement a teacher compensation package that brings teachers' total compensation, when adjusted for cost of living differences, to the highest of the six states surrounding Utah. To encourage teacher accountability for student outcomes, the compensation system will be based on performance.

Provide teachers with both vertical and horizontal professional growth opportunities, expanded inservice training, extended contracts and full-time employment options.

Encourage improvements in the college and university preservice teacher education programs through increased communication and coordination with the education system, and through modification of the certification requirements.

Provide opportunities for educators to make more decisions relating to the teaching and learning process.

V. CLIENT INVOLVEMENT IN SHAPING ACADEMIC/OCCUPATIONAL OUTCOMES

All clients (students and parents, etc.) should be involved in selecting and shaping educational outcomes and students should have significant opportunities, through personalization of the education system, for developing unique talents and acquiring both academic and occupational knowledge, skills and abilities.

General Plan of Action

Establish requirements and provide support system for each student to have a Student Education/Occupation Plan (SEOP). The plan will be a vehicle for determining the courses, programs and educational/occupational outcome of each student.

Expand opportunities for student occupational preparation so that students exiting the education system are well prepared for productive, meaningful employment and further education.

Work toward establishing optimum teacher/pupil ratios through reduced class size and flexible delivery systems.

VI. USE OF TECHNOLOGY

The appropriate and widespread use of technology in the education system can greatly increase the ability of educators to be both efficient and effective in helping students achieve desired competencies.

General Plan of Action

Provide a baseline of computer technology and support systems (pre-service/inservice training, etc.) to each teacher with networking throughout the state. Also provide a data base of curriculum, assessment instruments, classroom management and instructional programs software.

Expand the use of technology by students in the learning process and increase technology driven distance learning opportunities.

VII. IMPROVEMENT THROUGH RESEARCH AND DEVELOPMENT

In order to improve our education system and practices,

research based information on effective and innovative practices should be circulated. Educational research should be encouraged and results of research shared widely.

General Plan of Action

Provide for a research and development clearing house at the state level to both receive and disseminate information on effective and innovative practices in education.

Provide resources and support for research and development projects, primarily at the school level and encourage experimentation and risk taking at all levels in the education system.

VIII. BUSINESS AND INDUSTRY INVOLVEMENT IN EDUCATION

The involvement of business and industry in the education process is essential to keeping the instructional content relevant, providing student involvement with the world of work, and helping business/industry better understand that its future is directly tied to a well trained and educated work force.

General Plan of Action

The Utah Partnership for Educational and Economic Development will serve as a clearing house for dissemination of information and as a facilitator of business/school partnerships statewide.

Establish a system at the district and school level to facilitate and coordinate the formation and functioning of business/school partnerships.

IX. EDUCATING THE STAKEHOLDERS

The realization of public education's new vision and mission requires the understanding and active support of all stakeholders.

General Plan of Action

Provide mechanisms for widespread dissemination of information about the State Strategic Plan for Public Education. Involve as many organizations, networks and individuals as possible.

Action plans are detailed specifications of how the strategies will be applied in practical terms. Such plans outline all the steps needed to make the strategies effective.

SUMMARY OF ACTION PLANS[3]

STRATEGY I:

WE WILL REDESIGN THE EDUCATIONAL SYSTEM, ITS ORGANIZATION LAWS AND FUNDING FORMULAS, INCLUDING REMOVING STATE AND LOCAL BARRIERS, TO ACHIEVE OUR MISSION AND OBJECTIVES.

ACTION PLAN 1: Establish an education system in which students advance by demonstrating competency and not by credit hours/seat time.

ACTION PLAN 2: Establish a public school choice system that allows students to attend any public school subject to space availability and limited demographic, legal and performance regulations.

ACTION PLAN 3: Increase autonomy and equity in the use of school funds through site-based funding, equalization of capital outlay, increased equalization of voted/board leeway and other local tax efforts.

ACTION PLAN 4: Develop and implement a licensing/certification process for educators and administrators, based on demonstrated competency and alternative certification routes, which accommodate differentiated staffing and better meets student needs.

ACTION PLAN 5: Establish system requiring Student Educational/Occupational Plans (SEOP), with input from students, parents and teachers, which shape the educational program for each student.

ACTION PLAN 6: Revise the education system so that schools will have broad autonomy for determining how students will achieve state core and locally established competencies.

STRATEGY II[4]:

WE WILL DEVELOP A WORLD-CLASS CURRICULUM THAT ENABLES STUDENTS TO SUCCESSFULLY COMPETE IN A GLOBAL SOCIETY.

ACTION PLAN 1-a: Ensure active student involvement in the learning process through: student involvement in SEOP, teachers acting as facilitators of learning, inservice and pre-service on student-focused learning, hands-on application of learning experiences, positive reinforcement on self-esteem development, student enrichment opportunities and reducing class sizes at the lower grade levels to 10 at grade K and 15 at grades 1 through 3. [Committee Stipulation: Changes in instructional methods may modify the need for reducing to the class sizes suggested.]

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[3] *Please Note: These summarized Action Plans are considerably condensed from the complete text. The original Action Plans contain detail that should be reviewed by individuals directly involved with their implementation.*

[4] *Committee Stipulation: Nothing in this Strategy shall be implemented so as to compromise the local autonomy and accountablity that result from the implementation of Strategy #1.*

ACTION PLAN 1-b: Provide student access to a substantive program of electives through: courses and curriculum that are SEOP driven, student progress by demonstrated competency, focus on talent development as well as academics and more concurrent enrollment opportunities.

ACTION PLAN 1-c: Provide for flexible curriculum by giving credit for out-of-school programs, co-operation with Applied Technology Centers and colleges and SEOP driven graduation requirements.

ACTION PLAN 1-d: Promote climate that encourages high expectations for academic excellence and assures that extracurricular activities do not drive the system.

ACTION PLAN 2-a: Provide teachers with needed resources including: networked computers, an information system on each student, data base in subject matter content, pre and inservice in current technology and information and materials to design curriculum and textbooks, etc. that meet needs rather than dictate curriculum.

ACTION PLAN 2-b: Ensure a professional image to help empower teachers through: clearly defined expectations and accountability for outcomes, recruitment of qualified teacher candidates, positive public relations and teacher involvement in research and decision making.

ACTION PLAN 3: Implement a variety of teaching strategies through: providing inservice on learning styles, cooperative learning, higher-level thinking skills, hands-on experience, integrated/interdisciplinary learning, assessment techniques, teaching models, classroom organization, technology integration, action research and teachers as facilitator models. Teacher Certification will require demonstrating the above proficiencies and teacher education will also require the demonstration of the above.

ACTION PLAN 4: Encourage parent participation through: a site-based committee to recommend curriculum and SEOP content, inservice to parents on volunteer work, parent involvement with SEOP and active parent teacher groups.

ACTION PLAN 5-a: Develop required curriculum outcomes and competencies for the following critical content areas: math, science, reading, writing, speaking, listening, citizenship, geography, history, economics, political science, anthropology sociology, foreign language, fine arts and healthy lifestyles. Also ensure that State core and district curriculum have the following themes infused in above content areas: quality vs. quantity, subject integration and application, character development, thinking strategies, technological applications, global perspective, occupational planning and preparation and interpersonal living skills. [Committee Stipulation: This is a model curriculum and not considered mandatory.]

ACTION PLAN 5-b: Assess students on an on-going basis using authentic performance-based methods. Also use multiple means of assessment such as projects, interviews, demonstrations and documented competencies with portfolio. Use standardized tests solely to evaluate the statewide system.

ACTION PLAN 6: Integrate "Depth vs. Breadth" concept into curriculum and provide pre and inservice training so that teachers will emphasize concepts and applications over content and facts, insure time is given to mastery concepts, promote experienced-based learning, provide students flexibility to explore independently, emphasize thinking and problem-solving over memorization of facts, promote in-depth learning as life long learning and conduct performance-based evaluations on concepts and processes, not just on facts.

ACTION PLAN 7: Connect "real life" to school learning through thematic and interdisciplinary studies by doing the following: reduce compartmentalization and grade level assignments, field test "school within a school" concept, provide community service and other projects for students, provide pre and inservice training in the concept, and report student progress using accomplishments and competencies.

ACTION PLAN 8-a: Integrate character/citizenship development into all areas of learning through: pre and inservice training in the process, setting up site-based committees to determine concepts to be taught using cause and effect behaviors seen in history and literature, application of character traits to assignments and relationships, and insuring rules and practices consistent with good citizenship and character.

ACTION PLAN 8-b: Provide principle-centered character development curriculum to ensure basic interpersonal and social skills through: dissemination of related models, establishing rules that make students responsible for their own actions through natural consequences, teaching acceptable social behaviors, good citizenship, appreciation for differences in people and cultures and goal-setting and self-reliance.

ACTION PLAN 8-c: Strengthen student self-esteem by targeting areas where self-esteem programs will be taught and by providing inservice to principals, teachers and parents on procedures that encourage positive

experiences at school and home.

ACTION PLAN 9: Ensure that students learn and apply thinking skills through: teacher facilitation of thinking opportunities, pre and inservice training in teaching thinking skills, authentic and performance-based evaluation of thinking skills, strategies and promotion of thinking processes that become life skills.

ACTION PLAN 10-a: Insure that students learn and apply appropriate technology through: providing diverse technological supplies to students and teachers, applying knowledge to practical uses, observing technology at occupational sites, student demonstration of skills at camps, etc. and assessing technological applications.

ACTION PLAN 10-b: Integrate technology into the teaching process by providing pre and inservice training in understanding and applying technology, including inservice assessment in ETI master plans and establishing partnerships to provide applied technological assistance.

ACTION PLAN 11: Provide students with a global perspective by giving parents and students related information needed to develop SEOP, teleconferencing and other distance learning exchanges with other countries, pre and inservice training and providing media centers with global resources.

ACTION PLAN 12-a: Establish public/private partnerships to provide exploration and training in career opportunities; create placement centers to help students meet career goals in SEOP and fund Applied Technology Center services throughout the State.

ACTION PLAN 12-b: Provide for integration of academic and occupational experiences by providing pre and inservice training to teachers in such integration and assessing integration of academic and occupational student experiences.

STRATEGY III:

WE WILL ENERGIZE OUR SYSTEM OF PUBLIC EDUCATION BY ATTRACTING AND RETAINING EDUCATORS FROM AMONG OUR BEST AND BRIGHTEST CITIZENS THROUGH AN AGGRESSIVE PLAN TO ELEVATE ITS STATURE AS A PROFESSION AND COMPENSATE IN A COMPETITIVE WAY.

ACTION PLAN 1: Provide vertical and horizontal professional development opportunities for teachers and dedicate funding for that purpose at both the state and district level. Job placement and advancement within those opportunities will be based on performance and qualifications, not just service time and credit hours.

ACTION PLAN 2: Provide options for full-time employment for teachers with the State providing models and guidelines for various contract options. Districts are to allow 25 percent of teachers to be on extended or partnership contracts within five years. Within a five year period bring teachers total compensation, adjusted for cost of living differences, to the highest of the six states surrounding Utah.

ACTION PLAN 3: Provide opportunities for teachers to make more decisions and take more action related to teaching through site-based decision making, job enlargement and other initiatives.

ACTION PLAN 4: Provide models, guidelines and training so that districts will implement multifaceted, valid performance assessment methods and performance-based compensation systems. Select teachers using criteria with high predictive validity.

STRATEGY IV:

WE WILL EMPOWER EACH SCHOOL TO CREATE ITS OWN VISION AND PLAN TO ACHIEVE RESULTS CONSISTENT WITH THE MISSION AND OBJECTIVES OF UTAH PUBLIC EDUCATION.

ACTION PLAN 1: Hold a statewide or regional conference regarding the State Strategic Plan and similar conferences to focus on various innovative practices, i.e., strategic planning, school site planning and site-based decision making. Distribute video on the State Plan and sponsor yearly conferences to share results of local plans.

ACTION PLAN 2: Create and staff State clearinghouse for research and coordination relating to innovative education practices and to administer planning grants.

ACTION PLAN 3: Provide State funding to support district level strategic planning. Provide and train five external facilitators to assist districts' internal facilitators.

ACTION PLAN 4: Provide State funding to support school-site planning and provide external and internal facilitator support.

ACTION PLAN 5: Establish State clearinghouse to facilitate site-based decision-making, identify and support cadre of trainers, provide training to district/schools, administer an annual state-wide conference and provide evaluation of site-based decision making projects.

ACTION PLAN 6: Disseminate audio/video and news releases on strategic and site-based planning, site-based decision making

and opportunities for involvement.

STRATEGY V:

WE WILL CREATE THE ENVIRONMENT AND PROVIDE THE TRAINING NECESSARY FOR SCHOOL COMMUNITIES TO ACHIEVE THEIR MISSION.

ACTION PLAN 1: Create an environment in every school community with: a common expectation that all students can achieve a quality level of competence, collaboration among all education partners, supportive participatory leadership, accountability for outcomes, continual self-evaluation for quality improvement, authority for necessary restructuring and open flexible management systems.

ACTION PLAN 2: Increase collaboration between the school system and teacher education programs. Involve all education partners in a revision of teacher, administrator and support personnel certification to include a requirement for having competencies described in the Appendix. (See Attachment A)

ACTION PLAN 3: Develop training curricula and assessment instruments, at the State level, to ensure that competencies described in the Appendix are obtained by all school personnel. (See Attachments B and C) The State Office of Education will provide support to trainers at the district and school level to accomplish the above. Districts will provide incentives and time to collaborate, research, evaluate, review and receive training.

STRATEGY VI:

WE WILL EMPLOY TECHNOLOGY TO RESTRUCTURE AND IMPROVE THE TEACHING/ LEARNING PROCESS AND ITS DELIVERY.

ACTION PLAN 1: Provide a baseline of technological hardware and software to every learner and teacher including: a computer for every teacher's desk with access to both a Local Area Network (LAN) and a Wide Area Network (WAN) with appropriate software and appropriate technology work stations for every three learners in each environment/classroom.

ACTION PLAN 2: Enhance curriculum by automating existing materials and piloting technology projects. Teaching materials should be made widely available through the use of computer systems.

ACTION PLAN 3: Enhance teaching by providing a broad array of learning opportunities related to technology and its applications. Establish a technology consortia to train interested educators and place results of successful technology programs on statewide curriculum server network.

ACTION PLAN 4: Provide incentives and rewards to teachers as they become facilitators for learning about technology. Obtain financial support for this effort through a multitude of sources.

ACTION PLAN 5: Enhance traditional classroom technologically while creating links with real world events, people and places by expanding EDNET to all districts and by upgrading to digital microwave. Share results of using such linkage on statewide curriculum server network.

ACTION PLAN 6: Create a model learning environment in each school district to foster and support experimentation, risk taking, funding alternatives, differentiated staffing and technology based links to homes, schools, universities and communities.

ACTION PLAN 7: Develop a statewide technology pre-service program leading to appropriate certification requirements for various levels of educators within a differentiated staffing model.

ACTION PLAN 8: Develop and implement a statewide technology inservice program for a differentiated educational staff.

ACTION PLAN 9: Create data, voice and video communication links between all aspects of the education system through connecting every high school to a statewide curriculum server network and each class to a fiber optic cable. Make sure electronic distance education capability links all education-related institutions.

ACTION PLAN 10: Establish standard data and file formats for curriculum objectives, test item banks, learning strategies/lesson plans and student tracking information, as well as linkages among them, and guarantee that microcomputer programs used in Utah (e.g., Parxis, GPA, trACE) will be able to import and export these standard file formats.

ACTION PLAN 11: Establish a statewide Curriculum Server Network in support of districts where curriculum objectives, test item banks, learning strategies/lesson plans, media resource access and student files are centrally available in electronic form to be up- and down-loaded to district computers.

ACTION PLAN 12: Disseminate the state core curriculum and test item banks in a commonly used electronic format (i.e., magnetic disks, CD-ROM) as well as through down-loading from the State Curriculum Server Network to supply each teacher and pre-service teacher with timely information and resources.

ACTION PLAN 13: Establish a resource information system and

clearinghouse to support districts and regional service centers in coordinating the gathering, disseminating and sharing of curriculum, inservice and technological information. The resource system will include State Office of Education curriculum and technology support role, Educational Technology Initiative Project Office, Educational Network Consortium and access to relevant educational Wide Area Networks.

STRATEGY VII:

WE WILL INSTALL AN ASSESSMENT INFORMATION RETRIEVAL SYSTEM THAT WILL PROVIDE STUDENTS, PARENTS AND EDUCATORS WITH RELIABLE, USEFUL AND TIMELY DATA ON THE PROGRESS OF EACH STUDENT.

ACTION PLAN 1: Provide each teacher with a computer, software and the appropriate support services needed to implement a desirable student assessment database system.

ACTION PLAN 2: Each school, in consultation with the district, will formulate and implement an assessment plan that will include: multiple measures of student achievement, assessment of multiple talents, citizenship, promotion of assessment literacy, accessing of information by students, parents and educators and a periodic plan review. Career development and other career assessment measures will be included as appropriate.

ACTION PLAN 3: Create and disseminate performance-based (authentic) assessment tools linked to State Core Curriculum. Create and disseminate criterion-referenced tests and support materials for a variety of subjects and grade levels. Perform a major study of proficiency-based credit assessment and implementation strategies.

ACTION PLAN 4: Continue implementation of the 1990 legislative accountability package (H.B. 321, H.B. 158, H.B. 170) with continued emphasis on enhancement and refinement of specific assessment procedures.

ACTION PLAN 5: Compile and publish for the state as a whole results from a set of educational performance indicators that describe trends in student performance statewide. Indicators will come from a variety of sources including ATC, Advanced Placement, the Census, the State Testing program and others.

ACTION PLAN 6: In concert with the Legislature, Governor and members of the education family, adopt a state position in respect to the President's Initiative for creating and administering an "American Achievement Test" for 4th, 8th, and 12th grade students nationwide.

STRATEGY VIII:

WE WILL EDUCATE ALL STAKEHOLDERS ON THE MISSION AND OBJECTIVES OF PUBLIC EDUCATION IN UTAH.

ACTION PLAN 1: Appoint a "Communications Management Team" to oversee the communications strategy implementation; create the structure and system to evaluate communications campaign progress and contract with outside professionals to develop campaign theme and materials.

ACTION PLAN 2: Develop a campaign including theme, logo and broad range of methods for targeting stakeholder groups; and get widespread assistance for distribution of campaign theme and materials from all organizations with an interest in education.

ACTION PLAN 3: Require periodic reports from the State and Districts on successful implementation of the Strategic Plan and widely distribute this information with an emphasis on a "how to" approach.

ACTION PLAN 4: Identify the key benefits of the Strategic Plan for each stakeholder group and distribute this information as appropriate.

ACTION PLAN 5: Develop and distribute information describing how each stakeholder group can participate in achieving the Strategic Plan and organize central information systems and coalitions to help implement the plan.

STRATEGY IX:

WE WILL PERSONALIZE EDUCATION FOR EACH STUDENT.

ACTION PLAN 1: Districts will become aware of the characteristics of personalized education through the dissemination of written guidelines, regional conferences and statewide public relations efforts.

ACTION PLAN 2: With State support, in the form of a grant, each district will have an approved plan for implementing personalized education in every school community as described in the Appendix. (See Attachment D)

ACTION PLAN 3: Student Education/Occupation Plan (SEOP)-driven personalized education will be implemented in each school community through: ongoing training, additional time availability i.e., increased contract time and lower student teacher ratios, differentiated staffing, increased technology, more equipment, facilities, learning materials and flexibility in the use of funds.

ACTION PLAN 4: Revise certification requirements for educators and accreditation standards for teacher training institutions to be consistent with the characteristics of personalized education.

STRATEGY X:

WE WILL SUPPORT RESEARCH AND DEVELOPMENT THROUGHOUT THE SYSTEM WITH EMPHASIS ON INITIATIVES AT THE LOCAL SCHOOL LEVEL.

ACTION PLAN 1: Fund annually a line item appropriation for various research and development projects at the level of 10 WPUs per 25 FTE teachers in the State. The Districts will receive these funds by formula at 10 WPUs per 25 FTEs in the district. The funds will be allocated at 60 percent to schools and 40 percent divided on a competitive basis by an appointed committee. Fifty percent of competitive funds may be used for incentives/rewards.

STRATEGY XI:

WE WILL EXPAND AND STRENGTHEN SCHOOL/BUSINESS PARTNERSHIPS THAT SUPPORT OUR MISSION.

ACTION PLAN 1: Establish a Utah State business/education partnership office that will act in support of local efforts and will serve as a central office to help coordinate, expand, strengthen and develop statewide business/education partnerships. [Committee Stipulation: The Utah Partnership for Educational and Economic Development shall serve as the central office suggested to help coordinate education partnerships from the State level. Everything done by this organization will be done in support of partnership efforts at the local level.]

ACTION PLAN 2: Establish education/business partnership liaison office or position in each school district, establish a counterpart office in the business community and empower a State Office of Education person to facilitate partnership efforts.

ACTION PLAN 3: Create institutional means to identify and evaluate promising partnership opportunities locally, nationally and internationally.

ACTION PLAN 4: The Partnership office will organize and direct an annual statewide business/education partnership conference to share information and promote successful efforts.

ACTION PLAN 5: The Partnership office will provide information and make resources available to local districts who seek to establish a partnership locally.

ACTION PLAN 6: Enhance career development, planning and placement activities for students and employees through implementing a variety of effective school and business practices.

APPENDIX

ATTACHMENT A

STRATEGY V PLAN 2:

Teacher education programs need to be a top priority in institutions and be adequately promoted and supported by top school leaders. The programs should have a clearly articulated vision of what teaching and learning is. This vision must be communicated to faculty members, students and cooperating professionals in the schools.

Teacher education programs must ensure candidates (1) possess the literacy and critical thinking abilities associated with the concept of an educated person; (2) thoroughly understand the commonplaces of schooling (goals, clients, organization, curriculum, instruction and evaluation), promising alternatives, the nature of healthy schools and how to sustain renewal; (3) possess the pedagogical knowledge and skills necessary to arrange optimal conditions for educating the young; (4) understand that citizenship is the primary political office under constitutional government, and possess a foundation of knowledge about the nation's government and its expectations for citizens; (5) have the intellectual tools to participate broadly in human conversation and to introduce young people to it; and (6) can use and teach about technology.

Programs must assure that each candidate participates in a wide array of laboratory settings for observation, hands-on experiences, case studies and exemplary schools for internships and residencies. Student teaching needs to be done in a good school under the supervision of exemplary teachers. The prospective teacher will be required to:

a. gather, record and verify evidence of student learning.

b. apply principles of learning in developing lesson plans during instruction while assessing achievement.

c. participate in collaborative efforts to set and reach common goals.

d. apply teaching practices based on quality research.

e. plan for and achieve the alignment of worthwhile objectives, instructional processes and assessment procedures.

f. establish school-home partnerships.

ATTACHMENT B

STRATEGY V PLAN 3:

A leader who completes administrative training programs should:

a. personally champion the continuous need for school improvement.

b. be visionary (able to evolve a statement of what the organization can become).

c. accept the responsibility to model the skills, processes and beliefs necessary for program success.

d. be an active learner.

e. create conditions that are noncoercive and nonadversarial whereby staff are stimulated, developed and enrolled.

f. reject imposing control and embrace the concept of empowerment of others.

g. be a problem solver who in-

volves the organization's best thinking and knowledge in confronting and solving problems.

h. have the personal courage to confront difficult issues and to make appropriate decisions.

ATTACHMENT C

Training will be offered to provide the skills and knowledge necessary for school community participants to a) collaborate, b) function as participatory leaders, and c) fulfill their qualityimprovement responsibilities.

A. Collaboration training must include: communication, interaction, consensus-building and collaborative problem-solving skills; effective teaching/instructional practices for educating all students; and skills in systems change, team facilitation, conflict management, organizational/individual resistance management and program evaluation.

B. Participatory leadership training must include acknowledgement that: decisions are made at the point of responsibility, accountability and expertise; and authority and accountability are always commensurate.

C. Quality-improvement responsibility training must include: explaining the need for quality-improvement as well as its individual and collective benefits; establishing and communicating the school community's quality-improvement goals; developing a common language to talk about quality-related issues; defining the structure and process through which quality-improvement will take place; clarifying everyone's responsibilities; and providing people with tools and techniques to manage the quality of their work.

ATTACHMENT D

STRATEGY IX PLAN 2: PERSONALIZED EDUCATION

DEFINITION of Personalized Education

A PERSONALIZED EDUCATION provides a positive nurturing environment for learning which accommodates the needs and interests of each student and is consistent with the aspirations and values of his or her parents and society. Every learner needs to master an essential core of skills and knowledge which fits his/her individual learning style and learning rate, but it is imperative that each student be challenged to pursue personal interests in order to realize his or her full potential. It further assures that each student is challenged to do quality work and cultivate her/his own unique talents.

GOAL of a Personalized Education

To empower every school community as specified in the definition and incorporate all the characteristics listed below.

CHARACTERISTICS of a Personalized Education

A personalized education K-12 would include the following characteristics:

- SEP/SEOP driven learning
- Optimum teacher/pupil ratio
- Flexible delivery system(s)
- Safe environment
- Strong family and community involvement
- Performance outcomes
- An articulated system

ELABORATION OF THE CHARACTERISTICS of a Personalized Eduation

• SEP/SEOP driven

The student and the parent(s) in partnership with education professionals develop and periodically review the Student Education Plan/ Student Education Occupation Plan (SEP/SEOP) to ensure that it is designed to drive student learning and to achieve the student's individual, social, career, and academic potential. Progress is monitored frequently and reviewed often with the parent(s) and student. Instruction is adjusted as necessary to meet the needs of each student.

• Optimum teacher/pupil ratio

The pupil-teacher ratio needs to be low enough to allow the teacher time to incorporate the characteristics of a personalized education.

• Flexible delivery system

Schools are student centered in philosophy, organization and practice. Students are grouped in various ways to maximize effective instruction. Flexible grouping, teaming and other organizational patterns at the school and classroom levels are used to personalize instruction. The instructional delivery system allows for increased student choices in at least these three areas 1) learning activi-

ties, 2) topics of interest and 3) evaluation methods.

Flexibility in terms of time, place, pace and learning style permeate the school's learning environment. Self paced interactive instruction with high student engagement in learning is paramount in the school. The measure of student success is performance, not clock hours. State-of-the-art technology is used to significantly increase student learning and teacher effectiveness and to expand access to learning opportunities and materials.

• Safe environment

The school and classroom climate are physically, emotionally, and psychologically safe for students, parents and staff. The school is a warm and inviting place in the community. It provides a considerate, caring, environment which gives attention to the needs and development of the "whole student." The school allows for both failure and success in a risk-free environment.

School practices actively encourage and model respect, honesty and ethical behavior. The school is free from sarcasm, discriminatory attitudes and malice. The system recognizes appropriate performance and corrects inappropriate social and academic behavior in a positive, caring manner.

Each student's individual worth, dignity, and uniqueness is accepted, valued and celebrated. Excellence and quality work are recognized and rewarded.

• Strong family and community involvement

There is increasing recognition that schools cannot be successful if they work in isolation. They need the active participation of parents and others in the community to achieve the outcomes for students which society expects.

There is a coordinated effort among education, health and human service agencies to provide services to eliminate the barriers which interfere with student learning.

• The performance outcomes and assessment measures are clearly defined and aligned with clear and focused instruction

The performance outcomes include what students should: 1) know, 2) be able to do, and 3) be like.

Character traits such as self-esteem, responsibility, concern for others, honesty, integrity and other school/community values are encouraged and intentionally taught.

Assessment strategies are as strong and rich as the outcomes. Progress is closely monitored, and instruction is continuously adjusted to meet the individual learning style and learning rate of every student. Self assessment and co-assessment result in quality student work.

Learners need to master an essential core of skills and knowledge. Each student is challenged to pursue personal interests in order to realize his or her full potential. Each student is challenged to do quality work and perfect his/her own unique talents.

• An articulated system

The SEP/SEOP continues to drive instruction, curriculum and assessment even when a student changes levels, stages of schooling and/or occupational development. To insure student progress the system is aligned so that the desired outcomes and competencies are defined for each level and/or course.

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THE GREAT SEAL OF THE STATE OF UTAH
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